

Aspiring and achieving:

Highlighting DP and CP student research

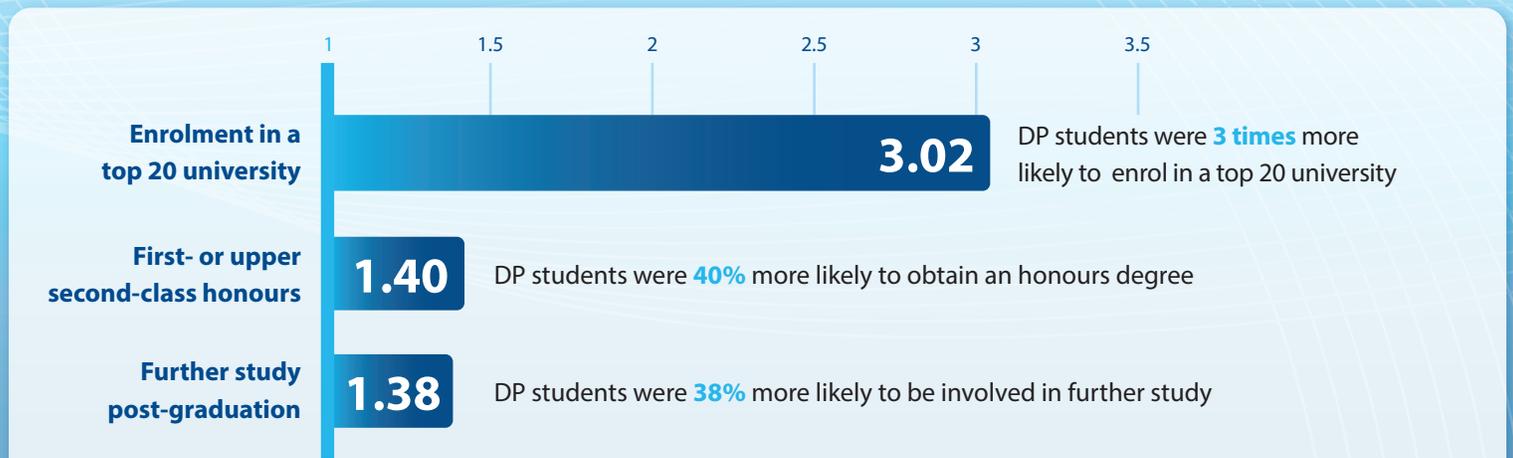
An asterisk (*) indicates that the results focus on students pursuing the full DP, with all of its courses and requirements.

Based on a large international data set, by the end of the **Diploma Programme (DP)**, **98%** of students **aspired** to at least a bachelor's degree and **81%** aspired to a master's, doctoral or professional degree.¹

In line with previous research, about **85%** of DP students* in the United States (US) **enrolled in university immediately** after high school, compared to **66%** of all US high school graduates. DP students were also more likely than other US students to continue on to their second year of university (**persistence**).²



In the UK, DP students* were more likely to achieve many positive **higher education outcomes** compared to matched A level students.³

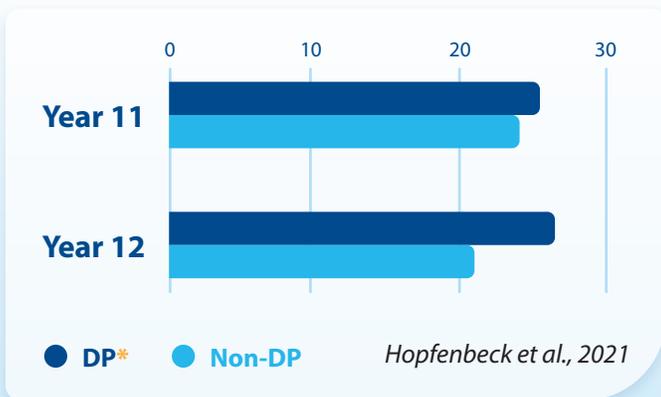


Notes: This figure displays odds ratios. An odds ratio of greater than 1 means that DP students have greater odds of achieving that educational outcome compared to similar (matched) A level students.

Duxbury et al., 2021



A study in Australia, England and Norway found that DP students* had significantly higher levels of **critical thinking** compared to their matched non-DP peers. The critical thinking advantage of DP students compared to non-DP students also increased from year 11 to year 12.⁴



At both the University of Toronto and the University of British Columbia in Canada, DP students were much more likely than non-DP students to enter **science faculties** compared to other fields of study.

University of Toronto

Degree programme on entry	High school programme		
	DP (%)	Ontario Secondary School Diploma (OSSD) ⁺ (%)	French Immersion ⁺⁺ (%)
Arts	29.8	48.0	62.0
Commerce	8.4	11.7	4.3
Engineering	11.7	8.2	8.1
Science	50.1	32.1	25.5

Notes: Due to rounding error, some columns may not total to 100%.
⁺ Students who complete Ontario's traditional high school curriculum receive an Ontario Secondary School Diploma (OSSD).
⁺⁺ French Immersion students provide a useful comparison to DP students in most Canadian contexts, as both sets of students may undergo selection processes to enter and/or remain enrolled in intensified and/or enriched alternative education programmes.

Davies and Guppy, 2022

University of British Columbia

Degree programme on entry	High school programme		
	DP (%)	Dogwood Diploma (DW) ⁺ (%)	French Immersion ⁺⁺ (%)
Arts	25.5	36.9	39.6
Business/Commerce	9.4	8.3	8.3
Engineering	14.6	10.2	13.6
Forestry	0.0	5.1	0.0
Human kinetics	1.9	4.8	4.7
Land and food systems	2.7	11.0	2.6
Science	45.1	22.9	30.6

Notes: Due to rounding error, some columns may not total to 100%.

⁺ British Columbia's traditional public high school curriculum is known as the "Dogwood Diploma" (DW).

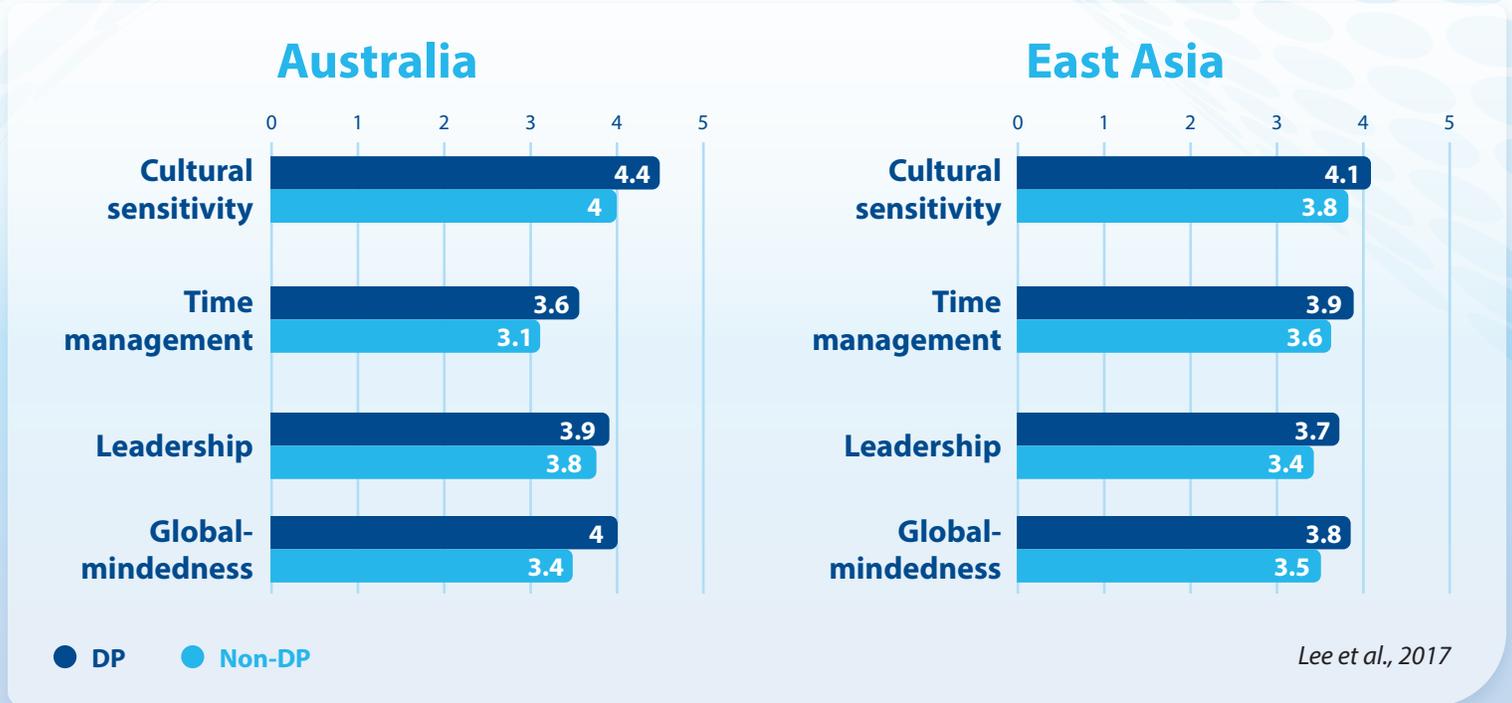
⁺⁺ French Immersion students provide a useful comparison to DP students in most Canadian contexts, as both sets of students may undergo selection processes to enter and/or remain enrolled in intensified and/or enriched alternative education programmes.

Davies and Guppy, 2022

Additionally, compared to students with traditional high school diplomas in Ontario and British Columbia (OSSD or DW), DP students earned **higher university grades**, were **less likely to drop out** of university and were **more likely to graduate in a timely manner**.⁵

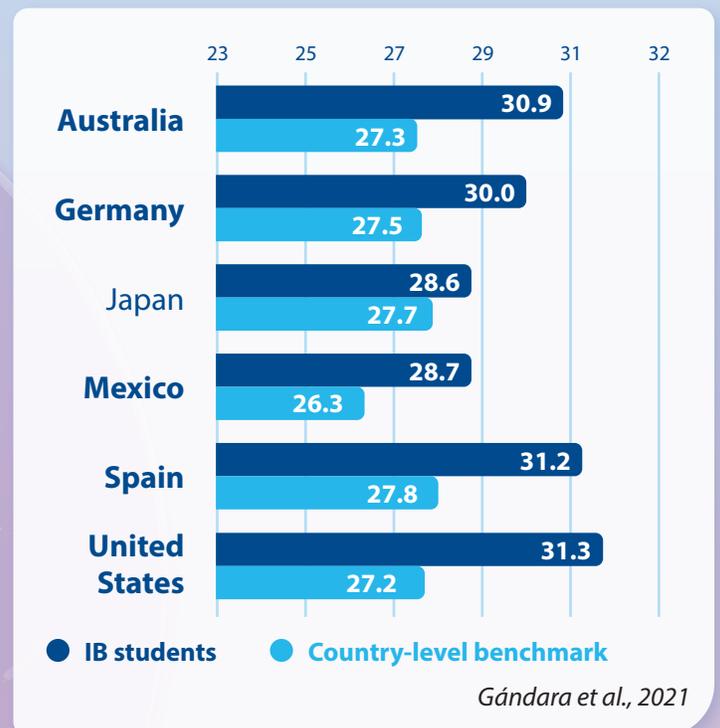


In comparison with non-DP peers, DP alumni at universities in **Australia** and **East Asia** reported higher capacities for a variety of **21st-century skills** (based on a five-point scale).⁶



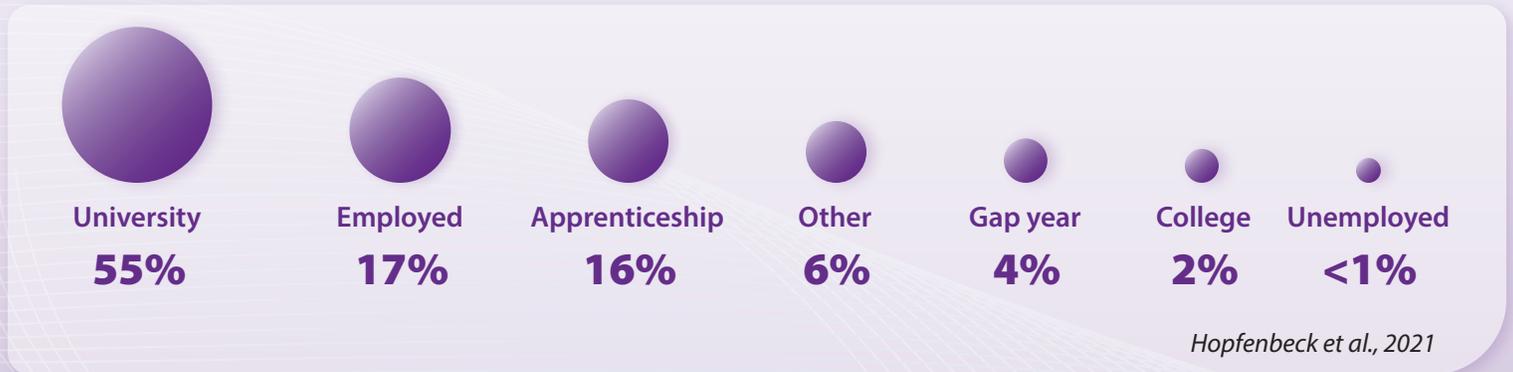
Compared to young adults from a similar age range, **DP** and **Career-related Programme (CP)** students had higher levels of **global mindedness** across all six countries studied. In five out of six cases, these differences in global-mindedness levels were statistically significant.⁷

Notes: Countries shown in bold had a statistically significant difference between groups at a 5% level.



A study in the UK indicated that CP students were progressing and performing well at university with **89% continuing** on to their second year of study and **70%** achieving a first- or upper second-class **honours degree** (a higher percentage than Business and Technology Education Council (BTEC) students—**66%**).⁸

Data from CP alumni in Kent, UK indicated that **55%** of former CP students were **enrolled in university**, **17%** were **employed**, **16%** were **engaged in apprenticeships** and fewer than **1%** were unemployed.



Students also believed the CP had helped to develop key skills for education, work and life, with **87%** agreeing that the CP had developed their **academic skills**, **82%** reporting that the CP had developed their **work-based skills** and **70%** agreeing that the CP had developed their **personal skills**.



¹ <https://ibo.org/research/outcomes-research/diploma-studies/educational-aspirations-of-international-baccalaureate-diploma-programme-students-2021/>
² <https://ibo.org/research/outcomes-research/diploma-studies/us-postsecondary-outcomes/>
³ <https://ibo.org/research/outcomes-research/diploma-studies/uk-higher-education-outcomes/>
⁴ <https://ibo.org/research/outcomes-research/diploma-studies/critical-thinking-skills-of-dp-students/>
⁵ <https://www.ibo.org/research/outcomes-research/diploma-studies/comparing-university-outcomes-of-dp-graduates-to-their-peers-in-toronto-and-vancouver-canada-2022/>
⁶ <https://ibo.org/research/outcomes-research/diploma-studies/a-study-of-the-post-secondary-outcomes-of-international-baccalaureate-diploma-programme-alumni-in-leading-universities-in-asia-pacific-2017/>
⁷ <https://ibo.org/research/outcomes-research/diploma-studies/global-mindedness-in-ib-schools-2021/>
⁸ <https://ibo.org/research/outcomes-research/cp-studies/cp-students-studying-at-uk-higher-education-institutions/>
⁹ <https://ibo.org/research/outcomes-research/cp-studies/evaluation-of-ib-career-related-programme-implementation-in-the-county-of-kent-uk-2021/>